

# **Special Educational Needs and Disabilities Policy**

## **Oxhey Wood Primary School**



<b>Reviewed: November 2017</b>	<b>Reviewed and shared with: Jenny Morley and staff and AGB</b>
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### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

### **PURPOSE**

At Oxhey Wood Primary school we believe that all children are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. Every child is unique, and some pupils will require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. The school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum so that they can achieve the best possible outcomes.

In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning

- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents/carers, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

## **RELATIONSHIP TO OTHER POLICIES**

This policy should be read in conjunction with the school's SEND Information Report and policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting.

## **ROLES AND RESPONSIBILITIES**

Provision for children with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's SEND and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The **academy governing board**, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing board informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Academy Governing Board** will ensure that:

- SEND provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils

- they report to parents/carers on the implementation of the school's SEND policy
- they have regard to the requirements of the SEND Code of Practice (2015)
- parents/carers are notified if the school decides to make special provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- they and the school as a whole, are involved in the development and monitoring of this policy.

The **Special Educational Needs Co-ordinator (SENCO)** has responsibility for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils who are not making the expected progress, or have SEND
- co-ordinating the provision for pupils with SEND
- supporting class teachers in devising strategies, drawing up individual learning plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents/carers of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records and end of key stage SATS
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the INCO/SENCO of receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

- taking part in LA SEND moderation.

**Class teachers** are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND

**Learning support staff/teaching assistants** should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

## **PARTNERSHIP WITH PARENTS/CARERS**

The school has regard to the Special Educational Needs and Disability Code of Practice (2015) when carrying out its duties toward all pupils with special educational needs. Parental involvement is valued and encouraged. Parents/carers play a key role in enabling children with SEND to achieve their full potential. The school recognises that parents/carers hold key information, knowledge and experience. All parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Parents/carers will be invited to participate in the preparation and review of individual learning plans at least 3 times per year (see below) and where appropriate to meet with external professionals.

## **PARTNERSHIP WITH PUPILS**

Children have a unique knowledge of their own needs. They are encouraged to participate in the decision processes, including the preparation and review of their individual learning plans.

## **IDENTIFICATION AND PROVISION**

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing and reviewing which takes account of the wide range of abilities, aptitudes and interests of children.

## **Graduated Response**

If a class teacher has particular concern about a pupil's progress or attainment etc. they will discuss their concerns with the school's SENCO and the pupil's parents/carers. This can include areas other than attainment, such as wider developmental or social needs. They will decide together whether the pupil would benefit from an intervention or support in addition to the usual whole class teaching and differentiation. An action plan will be devised and implemented for a set period of time which targets the pupil's areas of weakness, and the pupil's progress will be monitored closely. The pupil's class teacher will remain responsible for working with the pupil on a daily basis and for planning, delivering and monitoring the individualised programme.

Examples of interventions that may be appropriate at this level:

- different learning materials or special equipment
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- access to LA support services for one-off or occasional advice on strategies or equipment.

Where progress continues to be less than expected, the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This may include more specialised assessments from external agencies and professionals, which would be undertaken with parental consent. Where it is decided that a pupil does need SEN support, this will be formally recorded on the school's SEN register. The school will then take action to address barriers to learning and put effective special educational provision in place.

## **SEN Support**

This takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. Specialist expertise and advice from external agencies and professionals may be sought to inform the assessment and provision the school offers. This is only ever done with parental consent. An individual learning plan (ILP) for the pupil will be agreed by the class teacher, parents/carers and pupil that will reflect the input from external professionals and will set out targets and strategies for supporting the pupil's progress. The delivery of the interventions recorded in the ILP continues to be the responsibility of the class teacher. The ILP will be reviewed at least once a term (3 times per year), but often more frequently, and new targets agreed.

## **EDUCATION, HEALTH AND CARE PLAN (EHCP)**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the pupil, the pupil has not made expected progress, the school, together with the parents/ carers, will consider requesting an EHC needs assessment. For pupils with an EHCP, the school will cooperate with the LA in holding an annual review.

## **EXCEPTIONAL NEEDS FUNDING**

If a pupil's SEN are considered by the school to be exceptional compared to other children of the same age, the school will make an application to the LA for exceptional needs funding. If the school's bid is successful, the funding will be used to provide additional support or specialist equipment to remove the barriers to learning for the pupil and meet their SEN.

## **SEND INFORMATION REPORT**

The school's SEND information Report is published on the school's website, which includes more information about the provision the school offers for pupils with SEND.

## **COMPLAINTS**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school. As a last resort there is recourse to the formal process outlined in the School's Complaints Procedure.

## **EVALUATING POLICY SUCCESS**

The success of Oxhey Wood Primary School's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCO and subject leaders
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEN register
- monitoring of procedures and practice by the SEND governor
  
- the school's SEND Information Report, which contains the required information about the implementation and success of the SEND policy
- the school's annual SEND review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents/carers and staff, both formal and informal, following meetings to agree ILPs and targets, revise provision and celebrate success.

**REVIEW** This policy will be reviewed every three years according to the governing body's work schedule.

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